**DEVELOPING SCHOOL LEADERSHIP COMPETENCIES USING A COLLABORATIVE INQUIRY MODEL:**

*EXPLORING AN INSTRUCTIONAL LEADERSHIP APPROACH TO ENHANCING TEACHING and LEARNING IN ALBERTA*

**

A two-year follow-up study of exemplary practices in developing instructional leadership in Chinook’s Edge School Division

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**Introduction**

Educational transformation within a school site and more broadly across a district or system is a difficult, yet worthwhile, goal. Some school authorities are presently involved in work that reflects a vision for evolution; others are in the early stages of assessing the processes, structures, and people required to facilitate their journey. Regardless of the degree of implementation of transformational practices, the unique nature of contexts, or the levels of awareness and readiness for change, all school authorities can benefit from the shared learnings that form the basis of collective effective action.

This project in Chinook’s Edge School Division is a study of one such journey of leadership development specific to the seven dimensions of Alberta Education’s *School Leadership Competencies*. The research will document practices that have proven more or less effective in facilitating instructional leadership in the Ministry’s priority area *Action on Teaching and* *Leadership* (Action Agenda, 2012).Further, the study will highlight successes and challenges specific to enhancement of leadership capacity on a school district level. It is anticipated the findings of this study will contribute to the development and refinement of a model of professional learning tailored to meet the needs of educational leaders.

**The Context**

Over the past 15 months, Chinook’s Edge School Division has been involved in a comprehensive process of consultation, data gathering, re-visioning, and re-alignment of human resources in order to develop long term strategies that will support teaching, learning, and leadership development. During this thorough, collaborative process, three priorities were agreed upon as central to the journey of growth of Chinook’s Edge School Division:

1. Implementation of a Quality Learning Environment model that provides teachers and administrators with a shared vocabulary and focal point for teaching, leading and learning in Chinook’s Edge.
2. Growth and development of administrators as instructional leaders.
3. Promotion of a collaborative culture amongst administrators in the development and implementation of their education planning process.

**The Literature Guiding this Study**

Researchers who have examined the role of the district in instructional improvement have identified themes or principles associated with district policies, programs, and practices that contribute to district success. These themes revolve around effective instructional leadership from the superintendent and the School Board who place great importance on quality teaching and learning, have high expectations and accountability for results, and accompany these beliefs with support for their teachers and administrators (Berman & McLaughlin, 1977; Cawelti & Protheroe, 2007; Darling-Hammond, Hightower, Husbands, LaFors, & Young, 2003; David, 1990; Shannon, 2004; Togneri & Anderson, 2003). As well, highly successful districts focus on system-wide improvement through relationship building with school based administrators, teachers; and through external community groups; through the strategic allocation of resources and the effective use of data (Berman & McLaughlin, 1977; Cawelti & Protheroe, 2007; Darling-Hammond, et.al., 2003; Leithwood, 2008; Shannon, 2004; Spillane & Thompson, 1997). In the process, they create an inspiring and inclusive vision with a pervasive focus on learning for all students and stakeholders (Cawelti & Protheroe, 2007; Darling-Hammond, et.al, 2003; David, 1990; Elmore, 2000; Hargreaves, 2009; Shannon, 2004).

Districts have a dual role in capacity-building for system wide improvement; they must develop internal leadership capacity as well as the capacity of all schools. As a result, district administrators need to adopt a distributed leadership stance whereby leadership is shared among multiple members of the organization and where organizational relationships involve high levels of district engagement along with low levels of bureaucratization for schools (Lambert, 2003). Distributed leadership across and throughout the district requires collaborative interaction, the possibility of being influenced by peers, and the ability to facilitate and manage teams. The skills of leading teams, establishing and maintaining relationships become critical components of a distributed leadership model, as knowledge is co-constructed in the relationships between members (Bauch, 2001; Bennett, Wise, & Woods, & Harvey, 2003). Reeves (2006) asserts: “Distributed leadership is based on trust, as well as the certain knowledge that no single leader possesses the knowledge, skills, and talents to lead an organization” (p. 28).

The focus on system-wide improvement through the development of administrators as instructional leaders in Chinook’s Edge involves commitment at every level of the organization. Planning and leading such an effort for organizational improvement “begins and ends with people---the support of people, the development of people, and the creation of an environment in which people feel free to express themselves as creative individuals and feel supported when they try and fail” (Schlechty, 2000, p. 192). The development of such an environment can be enhanced through building of communities of practice amongst administrators and across schools within the district. The term *communities of practice* implies groups of interdependent individuals engaging in mutual enterprise and sharing common understandings regarding established goals (Kerno, 2008; Wenger, 1998). These communities are emergent; created in response to a diverse array of situations and needs, crossing institutional boundaries both within and outside the organization (Brown & Duguid, 1991; Burch & Spillane, 2004; Kerno, 2008; Spillane, Sherer, & Coldren, 2005; Wenger, 1998).

While a substantial volume of literature communicates a positive view of communities of practice, and despite the potential value and contribution such a structure may bring to organizations, unresolved issues of time constraints exist (Kerno, 2008). One of the challenges facing communities of practice is the availability of time for educators to engage in prolonged, sustained discourse around planning and problem solving. Accordingly, with an increase in work demands and a decreased amount of time to connect with each other, the effectiveness of communities of practice can be placed at risk (Kerno, 2008). The challenge, then, at both the district and school level, is to remove the barrier of time for communities of practice to grow and develop structures that “do not require heroic or hierarchical leaders, but leaders who can help design a culture in which leadership is distributed in an emergent and benevolent way, focusing on collaborative dialogue and evidence-based decision making, on how to enhance learning for all” (Hargreaves & Fink, 2008, p. 232).

**Parameters of this Study**

This *Exploring Instructional Leadership* project is an action research/collaborative inquiry into the role that school leaders can play in promoting innovative and effective teaching practices. Accordingly, primary focus will be placed on identifying best practices for achieving an increased level of engagement of students as learners, teachers as facilitators of learning, and school administrators as instructional leaders. The study will acknowledge CESD’s commitment to embedding research and evidence-based practice by involving all school administrators in collaborative inquiry that will facilitate inter-site sharing of innovative initiatives in teaching and leadership. Finally, it is the intent of the study to identify practices in any of the aforementioned areas that can be transposed to other settings or approximated in other contexts.

The research framework presented in this document is one that will, consistent with action research methodologies, evolve over the duration of the study. Three premises will underpin the fluid nature of this process:

1. Focused reflection of participants in the study will serve to unveil unanticipated directions and may re-direct requirements of the process
2. Data collection and action will be cyclical and continuous throughout the duration of the study
3. Collaboration and negotiation will comprise a key process in the study; as such, the roles of researcher and participant are permeable as are the roles of learner and inquirer.

(Adams, 2010)

Appendix C provides an overview of a collaborative inquiry model that will guide the activities of the Central Office Leadership Team (COLT), the Internal Research Team, and the External Researchers (Townsend & Adams, 2009). The process will have, as its primary focus, the research question:

*In what ways does the implementation of a comprehensive and coordinated professional leaning plan impact leadership development, teaching practice, and student learning outcomes in Alberta schools?*

Tangentially, it is expected that the study will provide data relative to at least two further questions of inquiry:

*What school leadership (principal) behaviors are most closely associated with teacher engagement in the pursuit of enhanced teaching practice vis a vis the Teaching Quality Standard?*

*What do effective school administrators do to plan, initiate, and sustain professional learning for themselves and for their teachers?*

CESD has been identified as one of Alberta’s most successful jurisdictions in demonstrating continuous improvement on many measures of teacher and leader professional learning. As part of this inquiry, each participant will implement a Principal Professional Learning Plan consistent with the *Leadership Competencies for School Leaders.* In effect, these principals will immerse themselves in evidence-based practice as they link the *Principal Quality Practice Guidelines* and the *Teaching Quality Standard* to contribute to more effective student learning.

This primary research question takes into account the need to triangulate a number of data sources and types, as well as the importance of recognizing the epistemological assumptions of the collaborative inquiry methodology employed in this study (Appendix C).

**Research Goals**

Consistent with the project goals agreed upon by the CESD Instructional Leadership Development Implementation Team (Appendix A), the following will comprise the major goals of the study:

1. Provide a description of the role of leadership, as a change agent, in promoting transformational change in innovative and best teaching practices.

2. Develop a model that can be used by other schools and divisions to contribute to the transformation of the education system, wherein the model identifies and describes the unique characteristics of an inquiry-based process for facilitating effective professional growth and enhanced student learning.

3. Increase the level of engagement of school administrators as instructional leaders and identify best practices for achieving this increase in engagement.

4. Explore the active involvement of teachers, school leaders, and central office personnel in conducting action research and innovation initiatives to enhance educational practice.

**The Research Plan**

Appendix B provides a thorough outline of the monthly activities that will contribute to the achievement of the aforementioned goals.

**Deliverables**

*Framework for the Professional Learning of School Leaders (June 2014)*

This document will identify essential conditions, processes and considerations in school and divisional efforts to support the leadership capacity and instructional supervision skill set of school leaders.

*Instructional Video: The Supervision Process (June 2014)*

This deliverable will demonstrate best practices in the instructional supervision process, including the pre-conference, the classroom observation phase and observational instruments, and the post-observation conference.

*Presentations* as required by Workforce Planning Branch (ongoing)

**Budget**

The following funds will be matched by Chinook’s Edge School Division as part of their ongoing commitment to building and sustaining leadership capacity and professional learning throughout their division. These monies will be directed at activities that include, but are not limited to, the research conducted by the Internal Research Team (refer to Appendix B Year Four: Program Evaluation Team).

* External Research Team (expenses, travel, accommodation) $35,000.00
* Video Production $10,000.00
* Onsite Release: School Leaders $40,000.00
* Central Office Administrative Support $15,000.00

Total $100,000.00 per year

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**Appendix A:**

**CESD Instructional Development Implementation Team**

**Kurt Sacher,** Superintendent, CESD

**Lissa Steele,** Associate Superintendent Learning Services

**Shaun Russell,** Associate Superintendent People Services

**Ray Hoppins,** Associate Superintendent System Services

**Wanda Christensen,** Associate Superintendent Student Services

**Lee Tipman,** Division Principal

**Jeff Thompson,** Seconded Principal

**Mark Crawford,** Seconded Principal

CESD School Board representative (to be determined)

CESD Parent Council representative (to be determined)

**Pamela Adam**s, Faculty of Education, University of Lethbridge

**David Townsend,** Faculty of Education, University of Lethbridge

**External Research Team:** Sharon Allan (Medicine Hat College)

Rebecca Adamson (Lethbridge School District)

Lisa Ziebart (University of Lethbridge)

**Appendix B:**

**The Research Plan**

Year 1: PILOT

September 2010- June 2011

*Purpose/Outcome/Goal*

**§**Create readiness and awareness among members of the Central Office Administrative Team

**§**Involve a core group of School Administrators in the Professional Learning Process

*Secondary Goals*

**§** Introduce the notion of professional learning

**§** Introduce a possible model for engaging in inquiry-based learning

**§** Create a trusting, collaborative environment

**§** Introduce a Principals’ Learning Guide template

**§** Model the process of demonstration, guided practice, reflection, independent practice, reflection

**§** Sustain monthly participation of external researchers

**§** Demonstrate a variety of strategies to explore individual and collaborative professional learning

Year 2: PARTIAL IMPLEMENTATION

August 2011-June 2012

*Purpose/Outcome/Goal*

**§**Create readiness and awareness among all members of ADCOS

**§**Involve all School Administrators in the Professional Learning Process

|  |  |
| --- | --- |
| TIMELINE | ACTIVITY |
| August 2011 | * Launch at Opening Day: Introduce the Principal Learning Guide (PLG) and Teacher Learning Guide (TLG) |
|  |  |
| September 2011  School Visits | * Demonstrate to the Central Office Team the process of school visits * Establish the role of the External Research Team * Provide early support to School Administrative Teams |
| September 2011  ADCOS Presentation | N/A |
|  |  |
| October 2011  School Visits | * Reconfirm the process of monthly school visitations * Establish the monthly presence and support of the Central Office Team * Build trust regarding the content and purpose of the dialogue |
| October 2011  ADCOS Presentation | * Provide information regarding the structure and process of supervision * Encourage sharing and voice * Enhance a willingness to engage in classroom visits |
|  |  |
| November 2011  School Visits | * Review the Principal Learning Guide and determine progress of the School Administrative Team * Receive a status report on the Superintendents’ Divisional Goals: Instructional Leadership, Collaboration, Educational Plan |
| November 2011  ADCOS Presentation | * Align all school administrators’ learning goals with the Superintendent’s goals for the Division * Use video to demonstrate the process of the Supervisory Conversation |
|  |  |
| December 2011  School Visits | * Ensure alignment of school administrators’ goals with Superintendent’s goals from November ADCOS * Gather evidence of progress from school administrative team specific to instructional leadership * Begin classroom visitations to observe instances of teaching excellence or achievement of school goals |
| December 2011  ADCOS Presentation | * Review and share the Professional Learning Guide of all school administrators * Consider the dangers/roadblocks of evaluation and supervision |
|  |  |
| January 2012  School Visits | * Share successes in Instructional Leadership |
| January 2012  ADCOS Presentation | * Observe teaching episodes to practice skills of the supervisory cycle * Demonstrate the purposes and limitations of a variety of observation instruments |
|  |  |
| February 2012  School Visits | * Discuss progress on the QLE, Ed. Plan, and LG |
| February 2012  ADCOS Presentation | * Repeat January’s activities with CESD teachers’ videos |
|  |  |
| March 2012  School Visits | * Classroom visitations arranged by School Administrator (2 or 3) |
| March 2012  ADCOS Presentation | * Board Retreat: Describing the program and progress to date |
|  |  |
| April 2012  School Visits | No school visits |
| April 2012  ADCOS Presentation | * Preliminary final review of PLG specific to evidence collected * Deal with concerns resulting from classroom observations * Plan evidence to be collected prior to May ADCOS |
|  |  |
| May 2012  School Visits | * Process for year-end review of Teachers’ Learning Guides * Provide template and support for ADCOS presentation of evidence collected re: PLG inquiry question |
| May 2012  ADCOS Presentation | * All administrators present Learning Guides: particular attention to evidence collected, results, and integration of QLE and Ed. Plan |
|  |  |
| June 2012  School Visits | No school visits |
| June 2012  ADCOS Presentation | * Transfer 2011 PLG to 2012 PLG * Template: Challenges and Future Directions * Celebrate Successes |
|  |  |

Year 3: FULL IMPLEMENTATION

August 2012-June 2013

*Purpose/Outcome/Goal*

**§**Involve all CEDS teachers, administrators, support staff, and central office administrators in the Professional Learning Process

**§**Prepare for a Program Review of the implementation process

|  |  |
| --- | --- |
| TIMELINE | ACTIVITY |
| August 2012 | * Launch Day for Year 3: Review highlights and challenges of Year 1 and 2 * Review and complete PLG |
|  |  |
| September 2012  School Visits | * Continue support from External Team and Central Office Team * Review the Principal Learning Guide and determine progress of the School Administrative Team |
| September 2012  ADCOS Presentation | * Share PLG in thematic groups * Introduce the peer consultation video analysis process |
|  |  |
| October 2012  School Visits | * Review progress with TLG and principal-teacher interviews |
| October 2012  ADCOS Presentation | * Teaching practice and the QLE |
|  |  |
| November 2012  School Visits | * Classroom visits: teachers implementing some aspect of the QLE |
| November 2012  ADCOS Presentation | * Teaching practice and the QLE |
|  |  |
| December 2012  School Visits | * Provide support for peer consultation video analysis presentation at ADCOS: The “Planning to Observe” phase |
| December 2012  ADCOS Presentation | * All school administrators share “Planning to Observe” video and post-video analysis/reflection |
|  |  |
| January 2013  School Visits | * Provide support for peer consultation video analysis presentation at ADCOS: The “Classroom Observation” phase |
| January 2013  ADCOS Presentation | * All school administrators share “Classroom Observation” video and post-video analysis/reflection |
|  |  |
| February 2013  School Visits | * Provide support for peer consultation video analysis presentation at ADCOS: The “Post Observation” phase |
| February 2013  ADCOS Presentation | * All school administrators share “Post Observation” video and post-video analysis/reflection |
|  |  |
| March 2013  School Visits | * The search for partnerships and other distributed leadership practices |
| March 2013  ADCOS Presentation | * Introduce: The Many Faces of Mentoring |
|  |  |
| April 2013  School Visits | * Planning for partnerships and other distributed leadership structures |
| April 2013  ADCOS Presentation | * Continue: The Many Faces of Mentoring |
|  |  |
| May 2013  School Visits | * Process for year-end review of Teacher/EA Learning Guides * Provide template and support for ADCOS presentation of evidence collected re: PLG inquiry question |
| May 2013  ADCOS Presentation | * All administrators present Learning Guide: particular attention to evidence collected, results, and integration of Division documents |
|  |  |
| June 2013  School Visits | No school visits |
| June 2013  ADCOS Presentation | * Transfer 2012 PLG to 2013 PLG * Template: Limitations and Considerations for the Peer Consultation Process * Celebrate Successes |
|  |  |

Year 4: PROGRAM REVIEW/IMPLEMENTATION EVALUATION

August 2013 – June 2014

*Purpose/Outcome/Goal*

**§**Increase the breadth and depth of professional partnerships across the Division

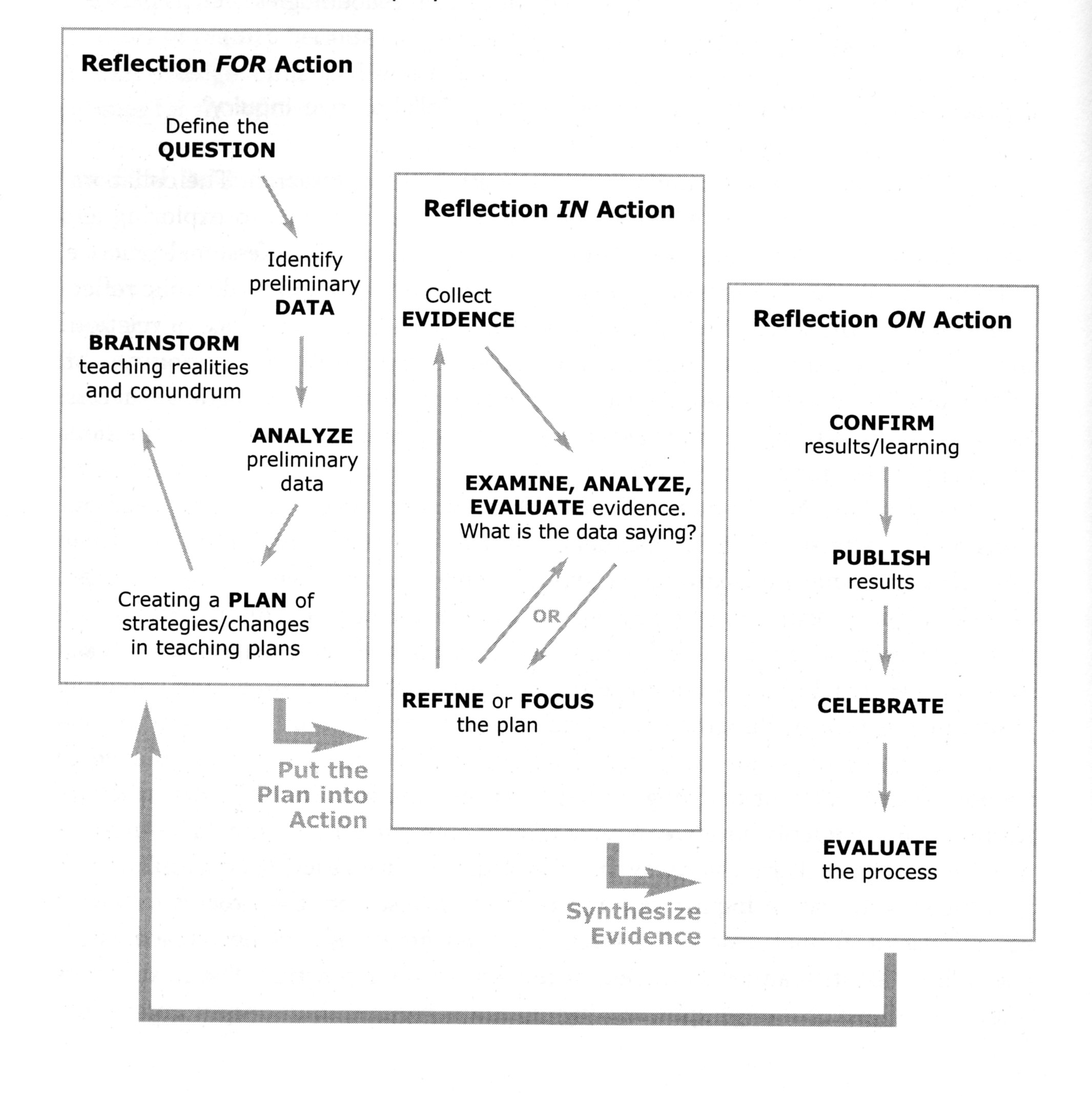
**§**Consolidate and institutionalize the processes, instruments, and skills of Professional Learning

**§**Conduct a Generative Program Evaluation

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| --- | --- |
| TIMELINE | ACTIVITY |
| August 2013 | * Launch Day for Year 3: Review highlights and challenges of Year 1, 2, and 3 * Review and complete PLG |
|  |  |
| September 2013  School Visits | * Continue support from External Team and Central Office Team * Review the Principal Learning Guide and determine progress of the School Administrative Team |
| September 2013  ADCOS Presentation | * Share PLG in thematic groups * Introduce the Generative Evaluation Process |
|  |  |
| October 2013  School Visits | * School visit exchanges among Administrative Teams |
| October 2013  ADCOS Presentation | * Determine the Internal Research Team (Program Evaluation Team) for the Generative Evaluation Process * Begin planning the Generative Evaluation Process |
|  |  |
| November 2013  School Visits | * School visit exchanges among Administrative Teams |
| November 2013  ADCOS Presentation | * Pam: Break out with PET * David: Progress report on school leadership |
|  |  |
| December 2013  School Visits | * Central Office Team conducts school visits * Intensive debriefing facilitated by External Researchers |
| December 2013  ADCOS Presentation | * Pam: Break out with PET * David: Review instructional leadership skills |
|  |  |
| January 2014  School Visits | * PET administers program evaluation survey to teachers |
| January 2014  ADCOS Presentation | * PET administers program evaluation survey to ADCOS |
|  |  |
| February 2014  School Visits | * PET administers program evaluation focus groups of teachers |
| February 2014  ADCOS Presentation | * PET administers program evaluation focus groups of ADCOS |
|  |  |
| March 2014  School Visits | * PET conducts teacher interviews |
| March 2014  ADCOS Presentation | * PET conducts ADCOS interviews |
|  |  |
| April 2014  School Visits | No school visits |
| April 2014  ADCOS Presentation | * PET begin writing Generative Evaluation Report |
|  |  |
| May 2014  School Visits | * COLT conduct school visits |
| May 2014  ADCOS Presentation | * Review Draft 1 of Generative Evaluation Report |
|  |  |
| June 2014  School Visits | No school visits |
| June 2014  ADCOS Presentation | * Transfer 2014 PLG to 2015 PLG * Celebrate Successes * Present Draft 2 of Generative Evaluation Report |
|  |  |

**Appendix C:**

**The Collaborative Inquiry Model**



**(LEARNING for PRACTICE)**

**(LEARNING in PRACTICE)**

**(LEARNING from PRACTICE)**